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Our Educational Creed.

By Pres. Z. X. Snyder, Normal School, Greeley, Colorado.

[Read before the General Session of the N. E. A.]

A creed should set forth a doctrine based upon philosophy and the scientific conclusions which have been reached, and which dominate the thinking world. It is necessarily made up of belief and fact. Belief gives rise to deep seated sentiment; fact, to rational procedure. The sentiment from which an act springs determines its power, its fruitfulness, its efficiency, and its dignity. The fact in an act measures its accuracy, its permanency, and its trustworthiness. Any stage of civilization is the resultant of belief and fact. Belief may wholly change; fact may vary in its relation to belief and other facts; hence, a creed is not an instrument for all time but for the present. In our own time, political, social, religious, and scientific creeds have changed, and are changing. Some of them have been reversed. During our own time, our educational creed has rapidly changed, if not reversed itself. It has changed from accretion from without—the accumulation of isolated facts to expansion from within in the training of a human being—from mechanical accumulation and tension for all alike, to the building up of a world within each human being in accordance with his tastes and powers, who is responsive in turn to the world about him, as an observer, and thinker, and social being.

From the above conception, we shall endeavor to set forth our educational creed in the form of theses:

I. *We believe that the application of the doctrine of evolution is fundamental in the interpretation of an individual and his education.*—Evolution implies involution—something to evolve—expand. It has given us the child—physical, mental, moral, social, and spiritual. It has unified him with the universe. It has given meaning to the relation of his natures. It is a working principle for the development of the individual, of groups of persons, of society, of the state, and of the nation. Evolution dignifies the body, in that it establishes that all human activities depend upon it. Material prosperity of all kinds, indeed, civilization depends upon the body. The body is the avenue and depository of all knowledge, thought, sentiments, aspirations and inspirations. The arts and sciences grow out of it. Healthy and strong functioned and functioning cells constitute its stock in trade. For these reasons the utmost attention should be given to physical education. Large and small, strong and weak, sound and unsound, all should share in its benefits. This conception of the body in life largely eliminates the false notions that prevail in the present methods of physical training, which has become largely a contest for triumph upon the part of the strong, rather than a training in life, and for life, upon the part of all. It has interpreted mind as having a physiological basis. This, in connection with the motor nature gives the circuit of learning from muscle to idea, thence to sense, and reversely. All science, all art, all philosophy, all religion, is the evolution of mind and spirit. Hence, all education is an application of the principle of evolution. The following laws of evolution

are found operating in the process of the education of a child.

1. Heredity is the *Law of Persistence*.—It is the transmission of characteristics by descent—racial, national, and parental. They may be physical, mental, moral, social, or spiritual. The inside of an animal is the record of heredity; the outside, the record of movement.

2. Irritability is the *Law of Response*.—Concessions, adaptation to environments—variation. Irritability is that property by which the individual reacts upon stimuli.

3. Individuality is the *Law of Divine Initiative*.—It is that which characterizes, or identifies an object, a person or an organization. It occasions variation from within.

4. Self-activity is the *Law of Reaction*.—It is action against stimuli. The atom, the molecule, the mass, the plant, the animal, the mind, the social mind, the state, indeed all things react against environment. It does not exist *per se*, but in relation to other actions.

5. Altruism is the *Law of Affinity or Mutual Aid*.—Aggregation—organism—community—association. Altruism is the impulse or sentiment of gregariousness. From chemical affinity to conjugal, parental, and patriotic love it is manifested.

6. Natural selection is the *Law of Survival of Fittest*.—Struggle for existence. Natural selection the great motive force in evolution is constantly eliminating the weak—the unfit—and preserving the strong, the fittest, or toughest.

7. Environment is the *Law of Impact*.—Extrinsic in its nature. Energy from without—stimulus. Environment is the sum total of external stimuli that affect the individual or the mass.

8. Consecration is the *Law of Devotion*.—It is that sentiment which holds to a purpose. It is fidelity to life and action.

II. *We believe that an individual is an involution of possibilities. A composite potential.*—Every child is a quantum of the past. Some of all that has been is focused within him. There is an inherent life stress in the constitution of the cells that is responsive to the appropriate stimulus. In him are race, national and parental elements, and the influence of nature and divinity as it has touched and modified the activities of humanity. The child is a concentration of the ages. The possibility to grow, to think, to feel, to purpose, to do and to enjoy is within him. We are indebted to the doctrine of evolution for this conception in our educational creed. It has been and is the soul of progress, whether known or not; but as the consciousness of it appears and becomes disseminated, progress is the more rapid.

III. *We believe that the education of an individual is the evolution of the possibilities within him—an unfolding of the potential.*—Education is the expansion of an individual into life, consciousness, ethical interpretation, social

participation, and divine recognition. If a child is an involution of possibilities, his education is an evolution of these possibilities into the manifold activities of life in its fullest sense. The education of an individual may be defined as living fully, readily, and righteously with his environment. It is the adjustment of self on the one hand to environment, and on the other, adjusting environment to self. All that is without acts upon the child; he reacts and adjustment occurs. All along the line the tendency is to resist, to reconcile, and to adjust.

The body expands into physical manhood; the mind into intellect, feeling, and purpose; the ethical side into humanity; the spirit into the development of the higher life of which faith, hope, and love are the mainsprings. The using of the elements of life itself at any one stage to prepare for the next stage is the order of training. To force adult life on the child and call it living, or education, is absurd; but using the life of the child in whatever stage he is living to prepare him for the next stage is rational procedure. Education as expansion, in the above sense, applies to persons, to states and nations.

The above principle recognizes that all education commences in the participation of the child with nature, out of which comes the reality for the participation of the child with real human life. The social activities of the child are but the expression of the expansion of what is within to adjust itself to what is without. His babblings and later his talk, are but the effort to realize his thoughts, feelings, and wants in social participation. His civilities and communal relations are but the same realization of his mental and social nature. Education for service is: first, for self; second, for others, and third, for God. It is devotion to vocation, to humanity, and to destiny. The impulses to do, to feel, to know and exchange are inseparable and fundamental.

All social service comes out of them. Children in a group who are doing and exchanging notions and sentiments are aiding each other and performing social service. The permanent solution of economic and social problems must be effected by the application of education or the application of universal life values. While education is a process of living—real life—it is a formation of the capital stock for future living. The different stages in a human life are the embryonic, the infantile, the adolescent, the adult, and the senescent. The capital stock referred to above which is accumulated during one stage for investment in a subsequent stage is an important consideration in the process of education. These different stages have their special students, a valuable part of our educational economy. Much has come out of a study of the infantile and adolescent stages. Our practice in many cases has been changed as a result; our pedagogical literature has been enriched; a broader view and a brighter vision of a human being's life have been gained; but not enough has been made of the idea of investment in one stage for the better living in the next. The climax of all educational investment should be the peace, the joy, the happiness and sweetness of the senescent period. This view is not the economic and commercial one; but it is the humane and Christian one. So that as education may be defined as the expansion of a child into present living, it must not be lost sight of that it is accumulating for the future. Much that is being realized in the true school in the way of living will be more fully realized in later life.

Our complex civilization cannot be thrust into our schools; but the mode of life suitable for children becomes an introduction to our complex social relations. The school life should grow out of the home life and into it at the same time. There will always be surplus stock of values that may and will be invested when the home relations dawn more fully upon him. The teacher should be more of an inspirer and suggester, rather than a controller and dictator in the school life; hence, the authority in the school should be subjective in the children rather than objective upon the part of the teacher.

The nearest related activities to a child are industrial. The formal subjects should grow out of these and into these activities, as the use of language should grow out of them and into them. Mathematics should grow out of them and into them; history should grow out of them and into them; literature should grow out of them and into them, and so with other subjects. School subjects are means to living.

IV. *We believe that the possibilities in individuals are variable—no two being the same.*—This gives rise in our creed to individual treatment. It is breaking down the old conception that all are to be ground thru the same mill. There is no movement that is so valuable in our educational practice to give an opportunity to individual creative productiveness. It encourages initiative. It is the principle that preserves the individual in the socialization of the school. Socialization without initiative is deadening; initiative without socialization is narrow; to balance these two is a function of the school. It gives different types of citizens, but it gives the best product of trained men and women along their respective lines. This is what gives rise to the elective system, where the tastes, powers, and aspirations of an individual are reckoned with in the process of his training. It leads to the proper conception of the equality of all people, or rather their inequality.

V. *We believe that the biological principle that function precedes structure is equally true in the educational world.*—Doing precedes structure in all departments of human effort. Some one has said, "expression before impression." Action, or to do, grows out of stress—a nutrition of feeling for something. A feeling to do sends back its reflex influence and deposits itself as a structure. The stress to do and attempt to do begets structure. Motives, desires, and ideas become clarified by action reflecting back into nerve, muscles, motives, ideas, and consciousness. The dynamics of a human action is from expression to impression, and *vice versa* from impression to expression, rather than an attempt to work out arbitrarily ideals and ideas of others from without. A child should work from stress and image in his own soul, and not from anxiety and image in the teacher's soul. The order is action, motor structure, sentiment and ideas, and reverse. Hence, education results from the impulse to act and the acting; thought, knowledge, and feeling forming and following with it. An educational process ceases to be educational when it ceases to have in it the elements of feeling and making a way. This is the basis of interest. This all becomes capitalized child for a new endeavor worked out in the same manner.

Interest grows out of the congruous relation of action, images, sentiment, and ideas, and is measured by the affinity of the pupil's experiences. There is no other real index to the growing child than interest.

VI. *We believe true socialization of an individual means to transfigure his individual initiative into mutual aid, or humanity.*—Individuality unsocialized is selfishness. It should be transformed. Gregariousness is a fundamental impulse. To stimulate action, images, sentiments, and ideas and to transform them is a large part of education. It expands in a course of education from the relations of a child to his parents and his classmates to that more universal aid that is world wide. It even rises above one's own country and takes in the world of human life.

Education should individualize and at the same time socialize. To live in any stage of development is to share the sympathies, joys, sorrows, resistances, and labors of those with whom we live. A misinterpretation of "Education is Living" is to engraft the life, as: the sympathies, labors, and environments of adult life upon the children. This violation of the natural order is seen in some teaching where the child is required to adapt and work out all the stages of some matured industry. Use his own experiences and lead up to the matured industry. This will lead him gradually to get hold of the historic idea of civilization. Capital stock born in chil-

dren is always capable of being stimulated, expanded and invested in immediate interests, or the life of their own kind. To live over civilization in extreme detail is as unnatural as it is impossible. Use the ancestral spirit, but telescope the details.

VII. *We believe that a child is born with the instinct and impulse to know and think and to participate with his fellows, and that the object of his training is individual; the aim, social; and the end, civic.*—Not individual training that makes him selfish, but training that makes him powerful, just, and courageous. Not social training that destroys the identity of the individual, but training that transfigures his ideas, sentiments, and doings into humanity. Not a social training that makes the individual feel utterly dependent, but a social training that makes him feel independent in his ability and disposition to help. A training that makes him feel it a privilege to help his fellows, that leads him to seek opportunities to share benefits, whether they be physical, mental, or spiritual. Not a civic training that enables him to use his state for his own personal ends, but a training that actuates him to regard the interests of the people above self—a training that makes him battle for righteousness on public questions and for business and purity in politics. A people so trained is the first condition toward the solution of many of the vexed questions that confront our civilization. It is the mission of the school to help bring this about. The school in conjuncture with the home has this great work to perform. Like all other movements, it is one of evolution, hence it is slow but ultimately sure. They must make for the intelligence and righteousness of the community thru the children by stimulating and directing the impulse of self-development, social participation, and civic honesty.

VII. *We believe that the external sources of education are nature, mind, and spirit.*—While there is considerable study of the value of nature in the process of education, there is not enough attention (the right kind of attention) given to it in the schools and in life. A child glories in nature—in its spirit rather than in its letter—in its touch rather than its study—in its soul rather than in its body. The body of nature is studied rather than its spirit felt and its soul touched. There is a wide difference between science and nature. Science deals solely with the body; nature study with the soul. Nature study is not so much to make people see as it is to make them feel. There is a feeling in the soul of every one that may be directed toward nature in such a way as to make him feel its beauty, its inspiration, and its uplift.

Mind touches and quickens the possibilities within in the form of history and literature, the capitalized soul of the ages; history as a record of the will of humanity, and literature as an expression of the sayings, sentiments, aspirations, and inspirations of humanity. These are indispensable in the expansion of a human soul as it follows the trail of civilization from the first rude beginnings to the present time. History marks the purposeful activities of people, and literature marks the soul and its longings. Meeting and living with people of high ideals are always stimulating and enriching. The mind of the teacher who is rich in thought and sentiment and ideals touches and quickens. It is an opportunity for a child to come in touch with a virile mind that glows and sparkles with life and can adapt itself.

The spirit of Divinity as it operates in a human soul is a conception worthy of attention. In this materialistic and commercial period, in which our civilization is living, the utmost importance should be attached to the quickening of the spirit, or the higher nature. It is not meant to decrease our interest in the industrial and scientific aspect of the people, but to feed the spirit. Religion is the life of God in the human soul. The spirit of nature, the spirit of literature, the spirit of the Bible, the spirit of God should all touch the soul of the child. The pedagogical graces, truth, beauty, and good should

be emphasized more as fundamentals in the real life of the child and our civilization. Faith, hope, and love should be lived more, should be taught more, should receive time for their inception into the lives of the children and people. To study the Bible as mere literature is not enough.

This conception would seem to degrade it to the level of all other literature. The four great world bibles, Homer, Dante, Goethe, and Shakespeare, and the literature that has grown out of them and that clusters about them, are powerful stimulants in the growth of a human being; but the Bible, which appeals to all classes, high and low, wise and ignorant, young and old, is the source of spiritual food and should be recognized above all for aspiration, consolation, inspiration, and ideals of life. It alone portrays the lives of the prophets, martyrs, apostles, and the Christ. Teach it as life—the life of God in the human soul. Such is the creed set forth to all teachers who are leading souls toward destinies in this life and the life to come. The proper conception of the religion of the Bible among a people has been and is an index of its civilization.

IX. *We believe that learning is expressing, thinking, feeling, knowing.*—A common notion of education is that learning consists in knowing. This notion is dominant among the laymen in education and even among many teachers. There is another view that education consists in thinking. Another set of modern educators think that education consists in doing. This principle holds that learning consists in all these—expressing, feeling, thinking, knowing. Knowledge ununified is mere superficiality. To think a thought and not have it energized by putting it into action is to have it but half born. To express an experience without some sentiment and thought connected with it is but imitation; but to do, to feel, to think is to energize. It is to make learning a living force. It is putting it into the whole being—body, mind, and spirit. Out of this process comes motor, intellectual, ethical, esthetical, and spiritual training. This is the development of the whole nature. It is the conception that education is an expression of the entire individual. It is the embodiment of the notion that a trained man is one who has an intellect to think, a will to purpose, a hand to do, and a heart to enjoy.

X. *We believe that the function of the school is to individualize, socialize, and civilize the individual.*—The school should be a place for the fullest participation with nature, with school fellows, with the home, with the community, and with the inheritances of the race, as expressed in history, literature, and institutions. The school should be a community—a social unity and, at the same time, unify itself with the larger life of the world.

To bring about these results there should be a large degree of flexibility in the school-room. Patent methods of discipline prevent the fullest and best expression of children in forming social ideas and in their realization. They tend toward having the child live within himself—toward making him self-centered, selfish, and unfit for social blending. The center of interest in the school is the children. The school is organized for them. The teacher and all equipment is for their aid. A chance should be given each child for the development of his initiative; a chance should be given each child to blend with all others; a chance should be given each child at the proper time to express itself relative to its interests, and its interests to the relations of the others. In other words, the school should be just as democratic as it is possible to have it without having it a place of caprice. While the child is led to do something for himself, to mingle with and do for others, he should see his relations to the larger community, the state. Civic life, or the motives, sentiments, and ideas that should actuate him as a citizen should be nourished and realized in so far as his attainment will permit; making a child a civic force commences early in life.

XI. We believe that the public school system should be the most democratic of our institutions and the most efficient for the education of the children, for the elevation of the home, for the solution of municipal, state and national problems.—Education is constructive from within; it is subjective; legislation is constructive from without; it is objective. In the solution of the great moral, social, and civic problems, education must precede legislation. That a law may be effective, it must grow out of the minds and hearts of the people; it must be a product of the social mind.

A modern school is a group of persons and a teacher organized and managed for struggle, aid, and devotion, or for individual, social, and civic service. It is organized and managed in accordance with the living experiences of these constituting the group. The teacher is an inspirer and a guide. He shares his life with the lives of those with whom he lives. Struggle marks the modern school in that the individual struggles to comprehend the subjects studied in their relation to his life; he struggles to crucify his selfishness and share his interests with those with whom he is living and thereby aids them. He also continuously becomes more devoted to what he is doing and to the life of the school and the life about him. He finally realizes that he is one of the civic community; that he is a citizen and living and working with others, and that all he does is for himself and the community; and in turn all the community does is for itself and him. This is based upon the principle that the interests of the individual and the mass are identical.

In a modern school system from the kindergarten to the university inclusive, the grade or school above should accept the product from the grade or school below. This would eliminate the estranged conditions that now exist in passing from the kindergarten to the primary school, from the grammar school to the high school, and from the high school to the college or university. In the latter two of these transitions is where we find the falling off in attendance. The greatest slaughter of the children occurs in the entrance years of the high school and of the college. This is because of the extreme estrangement. From one department to another should be as gradual as from one grade to another. A mutual understanding should be among those having charge of these different departments, so that when a child goes from one to the other he goes with as much joy and ease as he does from grade to grade. The conception that the school is of the people for the children should always prevail. No school should be a preparatory school for the one above; the one above should be a receiving school for the one below.

Again, the organization of the modern school is an economic problem in which the capital stock is *time*. Any school that wastes the time of a child because of its mechanism is unworthy public maintenance and is behind the spirit of our civilization. It may have to be endured, but is not to be desired. A modern school is for the whole people. The interests of the whole people have become so varied that much latitude should be given for subjects. A school that is narrow in its opportunity for entrance is not a school for the whole people. A study of our increasing and complex civilization would tend to broaden the teacher and make him feel the true import the more, that the people own the schools.

The modern school is a doing and a participating institution. Much more time should be given to doing with the hands, the head, and heart—more time to realize ideals by building them and energizing them thru doing. This doing is an excellent basis for participation. Many things are capable of being made in common. The children blend with each other in idea, motive, feeling, and doing. Sewing, knitting, weaving, basketry, whittling, carving, joinery, gardening, nature study, excursions, dramatizing, organizing into groups for work for service, etc., belong to doing. The modern

school no longer uses the formal subjects as ends in themselves, but as growing out of the life, or activities of the school and growing back into them. The application of the above would solve the problem of the overcrowded curriculum. The overcrowded course of study is a result of making subjects ends within themselves. Forsake this fetich and there is relief. The school needs emancipation from the priestly authority of the teacher and should be placed in possession of the heads and affections of the teacher and children. This would give the true democratic school.

XII. We believe in the extension of the free public school system from the kindergarten to a great national university inclusive.—Every child should come under the influence of a good kindergarten. There is more real doing and real human blending in a first class kindergarten than any other place in this world. There is a frankness and beautiful reality not found anywhere else. It is the place for the homeless child, the poor man's child, the laboring man's child, the rich man's child, indeed any child. The kindergarten gets the child before he becomes self-centered and thru his entering into the spirit of nature and the feelings and activities of each and all, it establishes a real democracy among them, having its existence in their hearts. Should all the children four, five, and six years of age in our great country have this opportunity and also that of going on in the various departments, what wonderful achievement would be accomplished.

This great country of ours that stands among nations as the parent of democracy should have as the crown of the public school system a great national university. It should be an institution as wide as human thought, feeling, and endeavor; an institution where the great world problems whether they be of physics, life, mind, society, or state may be worked upon and solved independent of any influence except that of truth. Great state problems take time for solution. An institution of this kind would help materially in building the ideals of the nation and in the solution of the problems that arise.

XIII. We believe that the school teacher should be trained academically and professionally.—Nothing can take the place of scholarship. It is the reserve power of every great teacher. It commands the respect and attention of pupils, the people, and the state. Professional training is the adjustment of scholarship to the education of the child, the people, and the state. It consists in knowing the child and all the relations that exists between him and his environment. It is a blending of his soul with that of the child in the processes of life. He should be interested in the child's interests and activities, skilled in stimulating them onward and upward to the end of oneness with all that is in the universe of things and energies. He should be a stimulator of thought, a molder of opinion, a prompter and leader of movements in the community. He should be interested and properly active in questions that affect the welfare of the people. His success is measured to the extent he enters into the movements of human endeavor and to the extent he attains their realization.

A radium clock which will keep time indefinitely has been invented by an Englishman. The clock comprises a small tube, in which is placed a minute quantity of radium supported, in an exhausted glass vessel, by a quartz rod. To the lower end of the tube, which is colored violet by the action of the radium, an electro-scope formed of two long leaves or strips of silver is attached. A charge of electricity in which there are beta rays is transmitted thru the action of the radium into the leaves, and the latter thereby expand until they touch the sides of the vessel, connected to earth by wires, which instantly conduct the electric charge, and the leaves fall together. This simple operation is repeated incessantly every two minutes until the radium is exhausted, which it is estimated would be thirty thousand years.

Retrospective and Prospective School Administration.

By B. F. HUNSICKER, Reading, Pa.

(Paper read before the Department of School Administration.)

It is no easy matter to formulate into readable form all the tendencies in school administration. We are now in a time of transition, and to find even a general policy adapted to the country in general would set an expert to thinking. In this paper, I can only give briefly my opinion of the past and present, and what I believe possible in the future. As I already suggested, school government is constantly changing. Many things enter into a school policy, and I will not try to formulate a policy, but present those tendencies in school government which are most significant.

A school board is a creature of the law-making power designed to do certain things, and it owes allegiance to this power. In the performance of its duty, it comes in contact with other forces, and this creates other allegiances. Its duties in general may be divided into two classes, business and professional. In the performance of these duties hinges the history of American school boards. In the performance of these duties, the state, the community, the paid officials, the teachers, and the pupils all play a part. To know just how to keep all the varied factors in harmony, is now, and I think has been, the mooted question in school administration. For a solution of the problem, the past does not furnish much help. School boards have had nearly as much diversity in plan and policy as the number of such bodies will permit. In fact, outside of certain general regulations of a particular commonwealth, school boards have been regulated by the kind of men that have composed them. The personnel of school boards has been good, indifferent, or bad, according to the interest of the community in educational matters. The early history of the school board records little, except a difficult task for existence. It was well satisfied if it could "keep school" with teachers who had sufficient muscle, sufficient influence, or who could enlist sufficient sympathy to get the places. The school board, as a rule, wanted to be bothered as little as possible. In the course of time, however, as new issues arose, school boards found themselves confronted with various problems. This was too much for men otherwise employed and often with a mental equipment unable to grapple intelligently with the situation. This gave rise to paid officers, such as secretaries, treasurers, superintendents, etc. Here again arose a contention as to what these officers should do, and with what authority they should be clothed. This is now a bone of contention, and promises to be for some time to come.

Progress in Administration.

It is interesting to note the progress in school administration. The school boards now have a broader and a more intelligent attitude toward the state, toward the community represented, toward the officials, toward the teachers, and toward the pupils. They are relegating self interests to the rear and legislating for the good of the pupils. They are beginning to understand that the state has committed to them a sacred duty, and the present tendency is in favor of doing that duty unselfishly and conscientiously. The vague relation between the law-making power and district boards is clearing up. There is less clash and more recognition of a common interest. Law makers legislate more generally than they used to in behalf of school districts, and less in behalf of selfish interests.

The past few years have been very encouraging, and a better spirit has grown up between these two factors in school government. In time the statute books will largely reflect the sentiment of the people in regard to school legislation. There will not be complete concord, and there cannot be so long as people have different

notions of education. For instance, in Pennsylvania all do not believe in compulsory education; all do not advocate a thirteen-year school age limit; all do not submit to vaccination. Many have different ideas of what shall be taught. The law prescribes at least eight branches and names them; many might name others and omit some named, making a universal standard almost impossible, and yet with all this difference people are getting closer together on the subject. There is more consultation, more agreement to agree or disagree. The gathering of school administration men—a thing scarcely possible two decades ago—is now not only common, but expected. Men by mingling grow more progressive, and more intelligent on school matters. A pronounced tendency in school administration, therefore, is the influence of representative gatherings.

In the second place the school board and the community are on more cordial relations. With the gradual disappearance of uninterested, negligent, and selfish school boards, the people at large are becoming more interested in school matters. The school directorship is a high and honorable position, in which men have unlimited opportunity for work. People are beginning to slowly realize this, and the result is seen in more representative bodies. I think it matters little how many members compose a board, or how it may be selected, but it does matter what sort of a community is back of a board.

Generally, a board is representative of the character of the community. The people pay the taxes and support the schools, and they should be interested in the kind of schools that are kept. They should fully understand that the schools are a training for citizenship, and that the future of a community depends largely on the education of the children of the state. The past may have been one of indifference, depending upon the community, but the future promises to be one of interest on the part of citizens, who have the welfare of the republic at heart.

The Pupil.

The third factor with which the school board deals is the pupil, and this is the principal factor, for directly or indirectly all legislation is for the pupil. In the early school, and in some schools of the present, the pupil was hardly considered. Little or no discrimination was used in the selection of teachers. The pupils studied whatever text-books that happened to be in the family. The work of school boards was to comply with the law, so as to keep out of its clutches. There was little consideration for the pupil. There was no attempt at method, except as the teacher was conscientious or not in the discharge of his or her duty. A writer of early education well described the school as a life of "groans, tears, and blows." The present describes a different status. The slogan to-day is: "Adapt the school to the pupil." This is a complete revolution of affairs, and has changed in a measure the whole school policy. The courses of study are now being changed to the needs of the pupils.

This problem is not being easily settled, for persons differ in their notions of education. Some believe in a comprehensive plan, others in a limited plan; some urge a practical education, others only an intellectual, and still others would combine both. There is much difference of opinion as to how our children shall be educated, and what such education shall undertake. Amid many opinions school boards hesitate, falter, and sometimes fail. The tendency, however, is toward a plan, regardless of branches, that will develop the pupil for competent citizenship. Unfortunately, boards often lose sight of the fact that branches of learning are not the end of education, but only a means to an end. When once they fully understand the higher object of the common schools this contention will end.

The Teacher.

The next factor that demands our attention is the

teacher. Here the tendency is very encouraging, looking toward, not only a higher appreciation of the instructor, but to a greater efficiency of the teacher. School boards did not always and perhaps do not always employ teachers because of their capability, but because of sympathy or political motive.

There has been a radical change in the teachers of the present and a half century ago, and this is due to the fact that school boards understand more fully their responsibility. The demand is generally for teachers well equipped mentally, physically, and morally. The day is passing, when the unfortunate and the unemployed are the natural teachers. The future school board will say that the natural teacher is the one who has natural talent and who has trained that natural talent for the work to be done.

School Board and Officials.

The last factor I will consider is the most puzzling one, and that is the relation of school board to its officials. How much power shall be retained by the board, and how much shall be delegated to paid officials? The present and the past experience of school administration present types of two extremes. In the past, school boards retained all power; they built school-houses, selected teachers, made up courses of study, when there were any; bought supplies; punished pupils; in fact, no detail was too trivial for the school director.

The modern tendency is shifting to the other extreme to make the school board a "dead letter" and delegate all the power to a superintendent over the teaching force, another over the finances, another over buildings, and so on. The future policy, I think, will tend to a course between the two. There is a business side and a professional side for the school board to consider. For the professional or educational side they must elect a superintendent of instruction.

The duties of the superintendent have been a bone of contention. In some cases he has had much authority; in others, little. The plan that appeals to me is that the school board retain the veto power in all cases, but that the superintendent in educational affairs be the one to propose and to advise. I think that the superintendent will soon find his place, and if he is a forceful, tactful school man, little question of what he may do or what he may not do will be raised. The tendency seems along the line that the board retain the veto power and the superintendent be gauged according to his capacity and capability.

The same may be said of the business end of the board. School boards should keep creditable records and accounts; should have a correct financial policy, but the school board, while it need not create the policy, should pass upon it officially. The state makes it responsible for the management of affairs and it cannot, I think, safely delegate its power to some one else.

In properly maintaining the schools and caring for the physical interest of the pupils, the same policy should prevail. With the multiplication of duties and the necessary repairs incident to the proper housing of pupils an expert carpenter or builder is necessary, but he should act under the authority of the school board.

The prevalent tendencies are toward a division of labor. Each year will bring about better conditions; school people are thinking and discussing. There is much agitation, but I think it is healthful agitation. I think it means improved conditions; it means a clearer demarcation of professional and administrative factors, a more sanitary equipment for the housing of pupils and teachers, a better understanding of the requirements of the teacher and pupils, a closer sympathy with the people and a more loyal relation to the legislative power. The horizon clears by the breaking up of the clouds, and it is the duty of the administrative department of education to help dissipate prejudice and ignorance—the clouds that mar the educational horizon, so that the future may develop a policy that shall realize

the hopes of an enlightened and free people. In the accomplishment of this end you and I must devotedly lend ourselves.

Why Teachers Should Organize.

By MARGARET A. HALEY, Pres. National Federation of Teachers, Chicago.

(Abstract of paper before General Sessions.)

The public school, as a branch of the public service, is not receiving from the public the moral and financial support it must receive to accomplish its purpose. The teachers thruout the United States are awakening to a realization of this fact thru their own sufferings, caused by the following conditions:—Greatly increased cost of living together with the constant demands for higher standards of scholarship and professional attainments and culture which must be met with practically stationary and wholly inadequate salaries; insecurity of tenure of office and no provision for old age; and lastly lack of recognition of the teacher as an educator, due to the increased tendency toward "factoryizing" education, making the teacher an automaton—a mere "factory hand," whose duty it is to carry out mechanically and unquestioningly the ideas and orders of those clothed with the authority of position and who may or may not know the needs of the teacher or how to minister to them. The individuality of the teacher and her power of initiative are thus destroyed and the result is: courses of study, regulations, and equipment which the teachers not only have had no voice in selecting, but which often have no relation to the children's needs and which prove a hindrance instead of a help in teaching.

It is necessary that the public understand the effect which teaching under these conditions is having upon the education of the children. This information can be brought to the attention of the public only thru the teachers and the teachers can work effectively only thru organization. There are those who think of the welfare of the children and their needs as separate from those of the teachers. They think of any organization for the bettering of the teachers' conditions as something selfish and wholly apart from the interests of the children and the people, if not positively opposed to the latter. While the immediate object of organization may be the betterment of the teachers' conditions, both teachers and public must realize that the ultimate end is the betterment of the service. Any organization of teachers whose object and methods are not in harmony with the best interests of the children and the schools must eventually work its own destruction.

Thru intelligent, organized effort to better the conditions of teaching will come a better understanding of the relation of the public school to the community. That relation is still too often comprehended by the teachers and public in but one of its respects, viz., as a means of acquiring a certain facility in the three R's. Important as is this work it is merely accidental to the great object of the public school and a means to an end, not an end in itself. A grave responsibility rests on the public school teachers and one which no fear of opposition or misunderstanding excuses them from meeting. It is to organize for the purpose of securing conditions that will make it possible for the public school, as a democratic institution, to perform its proper function in the social organism, which is the preservation and development of the democratic ideal.

Not only must the teachers themselves organize, but to work most effectively for and thru the public school they must learn to co-operate with existing organizations in every field whose object is the public good. At no time in our nation's history have the need and opportunity for such co-operative effort been so great. Organization is the recognized method of all intelligent effort to-day.

The Bradley Institute Exhibit.

By CHARLES A. BENNETT, Peoria, Ill.

(Paper read before the Manual Training Department.)

The exhibit of Bradley Polytechnic institute is significant, first, because the institute itself is the embodiment of a new ideal that has been coming forward in educational thought during the past two decades; and, second, because the exhibit is wholly a Bradley institute product, and therefore expresses the spirit and character of the school in a marked degree.

Bradley Polytechnic institute, founded by Mrs. Lydia Bradley, includes two schools; the school of arts and sciences and the school of horology. The school of arts and sciences has a six-year course covering the work of the academy, or high school, and the junior college, or freshman and sophomore years of college work. By thus uniting the first two years of the college with those of the academy, the institute has placed itself in harmony with the modern university system, as distinct from the older college system. It recognizes the fact that to-day the work of the junior college is more like that of the academy than it is like the work of the senior college. In other words, the break in the student's course, when it comes between the second and third college years, is less marked and more rational than when it comes between the fourth year of the high school and the first year of the college. It has other points of interest but it is not my purpose to present them now. The fact I wish to point out is that having adopted the six-year plan of organization, a very rich and unified curriculum becomes possible—a curriculum fitting students for the professional schools and the university or preparing them for a life of usefulness in a variety of industries and occupations. With courses in the languages, literature, history, and government, mathematics and the sciences, drawing, engineering, shopwork, and domestic economy Bradley institute is especially favored in its facilities for helping a young man (or a young woman) to discover what he is best fitted for and to start him on his road to success.

Five groups of studies are open to a student: the science, engineering, classics, literature, and the mechanic arts. The latter has been changed recently to cover only four years instead of six, thus making it a technical course of secondary school grade in which is found the maximum of drawing, shopwork and applied science.

The school of horology is a trade school for watch-makers, jewelers, engravers, and opticians. From this school men go directly into positions requiring a high degree of technical skill. On account of the completeness of its equipment, this school holds a unique position among schools of horology.

To make evident the character of the work done in each of the courses in these two schools, the relation of the courses to each other, and to indicate the spirit in which the work is done, was the aim in preparing the exhibit of Bradley institute now in the Education Building. Four different means were employed in the exhibit:

First, charts and maps. Two of these are of special significance—the colored chart of the curriculum of the school of arts and sciences, and the map showing the distribution of students who have attended the school of horology.

Second, wing-frame cabinets. In these may be found photographs of buildings, class-rooms, laboratories, workshops, etc., and outlines of courses arranged by departments. Many of these outlines are illustrated by means of photographs, note-book pages, drawings, or samples of written work.

Third, cases. These contain samples of students' work in mathematics, literature, language, history, biology, food work, sewing, art, manual training, jewelry, engraving, etc.

Fourth, a book of information. This gives an histor-

ical sketch and many details of organization and of courses.

These four means of exhibiting have been unified by an installation which is harmonious in design. Each case and piece of furniture composing the installation was designed and made at the institute. The designing was done by members of the faculty of the department of manual arts, and most of the pieces were made by the superintendent of buildings assisted by an ex-student. A few were made by students in their regular classes. The photographs, including enlargements, were made by both students and members of the faculty; likewise the charts and maps, while the glass work in the screen is the work of a class of girls and was designed by one of their number. The metal letters of the sign on the rear wall are the work of a class of boys.

I believe this exhibit offers the following suggestions:

1. Those who are studying the problem of manual training for a general high school, as distinct from a manual training high school, will find here that work in the manual arts has become an integral part of a broad high school curriculum, and that in common with English, mathematics, and history, it is required of all students—of some, much, of others, little.

2. New laboratory courses in mathematics may be found here.

3. It offers suggestions to those who are looking for ways of making more vital the relationship between art and manual training.

4. It may encourage those who believe that in metal working there is a rich undeveloped field of manual training, especially for secondary schools.

Questionnaire Methods of Child Study.

By WILL GRANT CHAMBERS, State Normal School, Moorhead, Minn.

(Abstract of paper delivered before Department of Child Study.)

Like all other innovations in science, the questionnaire method of investigation has had its enthusiastic supporters and its energetic opponents. The arguments urged against its use are of two kinds:

- (a) Objections to the quality of data which it supplies.

- (b) Objections to the generalizations drawn, independently of the quality of the data.

But it is easily demonstrated that the weaknesses pointed out in both classes of objections are either:

- (a) Such as are common to other methods also.

- (b) Such as arise from abuse of the method or from incompetence of the investigators.

- (c) Such as are insignificant in comparison with the reliable conclusions reached.

Since justice demands that any method be judged by its best results rather than its worst, or at least by its operation in the hands of those competent to manipulate it, these objections may be ruled out of consideration.

Some of the most obvious advantages of the questionnaire method are as follows:

1. It simplifies its problems by eliminating from its data the personalities of the contributors. The material studied is thus free from the thousand and one little elements of feeling, thought, and action, which render the child such a complex and intricate problem to solve, when directly studied.

2. By this method data, which otherwise would be practically inaccessible, may be collected from all parts of the world, at very slight expense. Any doubt as to the absolute accuracy of some of the material thus collected is more than compensated for by the broader field covered and the consequently more representative character of the generalizations.

3. Thousands of children of all ages may be studied

at the same time, and lines of development for the whole school period determined in a few days, which, if studied by direct observation of individual children, would require as many years as are covered by the generalizations of the study. If the tendencies thus revealed are not typical of all children, they at least fairly represent children who are in school; and it is to such that the generalizations are most commonly applied in practice.

4. Frequently unexpected principles develop, quite incidentally, in the course of an investigation, which are more important than those originally sought. Studies of children's drawings have been especially fruitful in generalizations of this kind, but nearly all investigations produce them to some extent. These characteristics are injected into the written answers quite unconsciously by the children, and therefore represent the most fundamental tendencies of their nature. Yet most of them would be overlooked in the complexity of a direct personal study of children.

5. By solving many of the problems of child life at long range this method prepares one for a more easy conquest of the remaining problems thru personal contact, by greatly simplifying the situation. It furnishes a gradual approach to child nature.

But the questionnaire method has its limitations as well as its merits. There are many fields which it cannot enter, many types of problems to which it cannot be applied. But confined to its own field, and judged by its achieved results, whether in the quality and variety of its generalizations in their application in practice, or in the enthusiasm engendered in its users, this method must be admitted to be second to none.

Modern School Architecture.

By WILLIAM B. ITTNER, St. Louis, Mo.

(Abstract of paper before Department School Administration.)

In the school buildings recently erected in St. Louis the effort has been made to invest the buildings with that measure of architectural fitness now recognized as essential in training the minds of pupils to the perception of the beautiful in conjunction with the useful during the most receptive period of life.

The general ground plans are similar, approximating in form to the letter E, admitting outside light and air to all rooms and corridors; and in all cases the sites have been selected to permit ample space for playgrounds. In no case has the height of the building exceeded three stories; the tendency being two stories, with a high basement.

The heating and ventilating has all been planned for a mechanical system, using low pressure steam and a fan for propelling the air thruout every part of the building; and has been designed on the basis of supplying each pupil with thirty cubic feet of pure air per minute.

All outer and interior bearing walls are of hard brick laid in Portland cement mortar, while interior non-bearing partitions are of hollow tile. All stairways are of iron, and five feet wide; the boxes of treads being filled with concrete covered with asphaltum, which renders them noiseless and non-slipping.

The plumbing is of the most approved sanitary type, and is installed under a system of rigid inspection, like the balance of the work.

Class-rooms are equipped with natural slate blackboards, and desks of the single adjustable type, with aisles eighteen inches wide between desks. Drinking fountains are installed in corridors as well as in yards and basements.

Two of our buildings recently erected and devoted to higher education, are the William McKinley Manual Training High school, and the James E. Yeatman Manual Training High school. This idea of supplementing the work of the brain by the work of the hand, has dominated the plans of these buildings; and will illus-

trate that idea of educational expansion which is one of the marked tendencies of our time.

The buildings are almost square in plan, and of a more complex nature than the schools for younger pupils; provision being made for chemistry, physics, and biology laboratories, woodworking and forge rooms, business college rooms, as well as domestic science and gymnasium; all with their necessary locker and store-rooms.

In the Teachers College a somewhat different problem is presented, in that it is devoted exclusively to the training of teachers, and provides accommodation for two hundred and fifty young women who receive a training that fits them for service in the public schools of St. Louis.

To meet the demand for more school-rooms where a building may be temporarily overcrowded with pupils, a portable school-room was designed which could readily be taken apart, transported in vans and set up where needed; at the same time answering the purpose of a well lighted, ventilated, and comfortable class-room. These rooms are fitted with sixty adjustable desks, and in all respects make a satisfactory class-room. Their cost has been about \$850, ready for school furniture.

Influence of the Art School and Museums on Civic Life.

By W. H. WUERPEL.

(Abstract of paper delivered before the Department of Art.)

The urging need of our times is refinement. We have acquired money, and luxury seems to have become our passion. Yet we are not a refined people. The newness of our works and our deeds is to be read in glaring colors on the face of all things.

The cause of this is readily found. We lack taste, and frequently admire that which has no element of the artistic in it. This lack of discrimination has been discovered by foreign nations of undoubted artistic standing, and they have taken advantage of it by flooding our country with so-called "goods for American trade." No more conclusive proof of our ignorance in matters of art and refinement can be shown than this contempt for our taste.

And unfortunately the evil does not stop here. Our own artisans, alert, skilful, inventive, and ingenious, imitate these doubtful examples of foreign workmanship, losing in the transition even the meager ear-marks of art to be found in the originals, advertising "High Art Goods" of domestic manufacture.

The remedy for this lies within the reach of artisan and people alike. The training necessary to develop taste and discrimination can be had in the art school and in the art museum; and nowhere else in this country, for we are still too crude, too young, to have surrounded ourselves with that which is best in art. We do not need a flood of painters, sculptors, and architects to awaken the spirit of culture within us. We want skilled artisans to do the work, and an interested, appreciative public to encourage it.

For the one we have the art school with its equipment for technical training; for the other, we have the museums in which are constantly shown the best examples that can be found, of the good and beautiful things that have been achieved in art.

So long as the one is not patronized and the other remains empty, so long will the progress of our culture be retarded.

THE SCHOOL JOURNAL is published fifty times a year. The present year having fifty-three Saturdays, there will be no number for July 30, August 6, or August 13. The first issue after the vacation will be the usual August School Board Number.

Co-Education.

By DR. G. STANLEY HALL, President of Clark University.
(Abstract of paper delivered before the Department of Higher Education.)

Every profound discussion of co-education must be connected with the doctrines of heredity, an ounce of which, in Huxley's well-worn phrase is worth a ton of education. In a recent study, it seems established that higher education in this country reduces the rate of both marriage and offspring, so that barely three-fourths of our male, and only about one-half of our female graduates marry, and those who do so, marry late, and have few children. Mental strain in early womanhood is the cause of imperfect mammary function, which is the first stage in the evolution of sterility which, as Bunge has shown, if once lost in a mother, can never be regained in her posterity. These are general results not necessarily connected with co-education.

From puberty on, boys and girls begin to differ rapidly in every tissue, measurement, and quality of soul. This difference increases up to full nubility, and is greater in civilization than in savagery. Every sexual difference should be emphasized—man made more manly, and woman more womanly. In the family, budding boys and girls draw apart. To run with the other sex is condemned by sentiment. How the high school interferes with these laws of nature, recent studies show, in which a large per cent. of girls actually wish they were boys. Their ideals grow masculine, and we seem slowly to be developing a female sex without a female character. So far have the actions against the old restraint gone, that feminists still regard every effort to differentiate as endangering a relapse to old conditions. Again, the rapid feminization of our schools encourages women teachers to give their own masculine traits and ideals free rein.

Once more, girls' manners are roughened, and they do not develop pride in distinctively feminine qualities, or the grace and charm of their young womanhood, or lack a little respect for their sex. Girls have much responsibility in bestowing the stimulus of their approval aright. It is said that association with boys makes high school girls less poetic, impulsive, romantic, their conduct more thoughtful, but I maintain, women teachers to the contrary notwithstanding, that this is unfortunate; that something is wrong with the girl in the middle teens who is not gushy or sentimental, at least at times. So it is said that the presence of girls is humanizing for boys, but there is something wrong with the boy at this age who can truly be called a perfect gentleman. I do not like to urge that he should be a little rowdy or barbaric, but vigor must not be sacrificed to primness, and masculinity at this age does not normally take a high polish. Nature impels boys to get away, in certain respects, from girls and women, whoever they are. Some suffer subtle eviration, while others react, with coarseness toward femininity, if held in too close quarters with girls.

At eighteen, the age of college entrance, the normal girl is settled in her health, can endure great strain, has much self-knowledge, is nearer genius and beauty than she will ever be again. The average college age comprises the age when more of her sex marry and become mothers, than during any other quadrennium. She is far nearer the apex of her full maturity than are her male classmates of the same age. It is normal for her mating instincts to focus on men five to ten years older. She excels her boy classmates in perception, memory, and far more in insight into character and motives. At no age is her mental superiority to the other sex so great, and this he feels and resents in a dumb way, but he seems to her crude and so far below the ideals of his sex that there is some disenchantment, unconscious tho it be. Thus an unwedded life may seem more inconceivable. If she turns to plans of self-support, she can compete with her shallow class-mates, but utterly fails to realize, what is so often tragic to her,

how much more he will develop, and how much more advanced her real male competitors in life will be than he is. Familiarity, too, relaxes sexual tonicity for all the secondary qualities. This is one of the most precious of all educative influences, but boys often grow unchivalric and girls careless in conduct, manner, and attire. Thus romance, that has always gilded this relation, dulls down to commonplace.

Where the presence of good girls stimulates thought of wedlock before its time in young men, plans for bread winning are involved. If he marries a classmate a year or two after graduation, happy as these unions often are, he is often led to teaching or other occupations that involve a compromise with his ideals, and perhaps a change of plan or profession.

Again, girls more often end education with college, while the boy must win his livelihood by what he gets, and more often goes on. Purely humanistic culture studies are her end, while man must specialize. Here he often has his first genuine intellectual awakening, such as the girl has earlier found in the humanities.

Once more, girls appropriate and accept on authority, but fail when thrown upon their own resources. This evokes the best in a boy. The girl will always excel under text-book and recitation methods, and the boy grow listless, but in laboratory methods and in research boys leave girls far behind. All educational colleges show some spontaneous segregation as to topics, and girls tend to those departments where old routine methods prevail. Their conservatism thus interferes with educational progress.

The higher education of woman involves all the difficulties of that of man, but with many new ones of its own. The girls' colleges train for self-support, and hold that if marriage come it can best take care of itself. I urge the precise opposite. The bachelor woman, who in Herbert Spencer's phrase has developed individuation at the expense of genesis, is a magnificent creature, but not made for wifehood or motherhood. The thirty years' war of sex against sex is now slowly passing, and the best men and women are now addressing themselves anew to the greatest educational question of our generation—how to prolong with profit the pre-nubial stage of apprenticeship to life, so as to bring the greatest good to the greatest number with the least evil.



The Library and Class Instruction.

By CLARENCE E. MELENEY, Associate Superintendent of Schools, New York City.

(Abstract of paper delivered before the Library Department.)

In the elementary schools of the city of New York there are 7,981 class libraries. The appropriation for libraries for the year 1904 was forty-five thousand dollars.

The library list contains the following classifications:

1. Books for teachers' use only.
2. Books for use of pupils:

(a.)—Supplementary reading relating to the course of study;

(b.)—Literature, prose, and poetry.

These books are used as follows:

1. In the class room; as aids to study and to develop the power of individual effort, to encourage research; as critical reading; as a means of training the pupils in library work, and prepare them to use public and private libraries as a means of education in after life.

2. Home work to supplement the library work in the class-room.

Class libraries in high schools, and in higher grades of the elementary schools are organized under the department system.

The administration of the class libraries is under the supervision of the principal, who is responsible for the

selection and ordering of the books; the class teacher, who is responsible for the general care and use of the books; a class librarian, one of the pupils who attends to the business.

The books used are analyzed by the teacher, in order to direct certain pupils to the specific material needed. Books of literature, when most successfully used, are selected by the pupils voluntarily, according to their own tastes.

There are very many branches of the New York and Brooklyn public libraries well distributed, and many other library systems maintained by philanthropic societies. Many pupils in our public schools are "members" of these libraries, and are constant readers. The traveling libraries, loaned by the societies, have been for a long time available not only to day schools, but to the vacation schools, play grounds and evening recreation centers. These are found to be of less value to the public schools than the class libraries. In this large system we maintain that the library should be in the class-room; that it should be organized, maintained, and used as a part of the regular school equipment. The class library serves as a training school for pupils, who in after life, will need the public and circulating library as a means of self education. The class library occupies a similar relation to the education of the individual, that the ordinary means of school instruction does, namely, as a means of training the pupil and fitting him to continue his education in after life. We believe that a teacher's qualification should make her as competent to train pupils to habits of library work, as to instruct in subjects of the course of study by the use of text-books and other material.

The Co-ordinate Method of Education.

By CHARLES F. THWING, President Western Reserve University.

(Abstract of paper delivered before the Department of Higher Education.)

Among the advantages of the co-ordinate method are: (1) It represents the university atmosphere. This advantage applies to the co-ordinate method in contrast with the separate college for women. The ordinary college for women, be its parks never so charming, its acres never so numerous, its halls never so inspiring, does not impress the beholder with its scholastic conditions. It is Baliol, or Trinity, or St. Johns without the other colleges, charming, beautiful, useful but lacking the atmosphere of scholarship which helps to make Oxford Oxford and Cambridge Cambridge. The value of such an atmosphere for both teacher and student is great. It represents noble traditions, inspirations rich and significant.

(2) A second advantage belonging to the co-ordinate college is the advantage of the more ample equipment. This advantage, too, is to be studied in contrast with the separate college. Libraries, laboratories of all departments, can be made more ample under the co-ordinate method. Such equipment directly and largely contributes to the highest interest of the whole academic community.

(3) The co-ordinate method, moreover, removes men and women from constant and intimate association with each other. There are many kinds of co-education. There is the lecture co-education, in which students listen to the same lectures. There is also the laboratory co-education in which they work side by side in the same laboratory. There is the recitation co-education, in which they recite at the same time and to one teacher. It may also be said that there is the "walking" co-education, and the "dining," and the "calling" co-education. Some colleges have all of these degrees; other colleges seem to have only the less marked. Between them there is a wide and deep chasm. Advantages belong to each sort. But under the co-ordinate method

no such constant or intimate association is promoted. Parents are usually willing to accept both the conditions and the results of young women and young men being together; but they wish their being together to be under the best conditions. They are reluctant for life's choices to be made without proper supervision.

(4) Positively, the co-ordinate method tends to put men and women into proper association. They dwell in the same university atmosphere. They are subject to the same general conditions. They are loyal to the same scholastic standards. They may or may not be taught by the same teachers. They are near together, but not too near; they are remote, but not too remote. The association of college men and women should be natural, healthful, wholesome, inspiring to scholarship, quickening to large womanhood, purifying to strong manhood.

The Capabilities of School Children.

By D. P. MACMILLAN, Director Department of Child Study and Pedagogic Investigation, Chicago Public Schools.

(Abstract of paper delivered before the Department of Child Study.)

Every one who deals with human affairs is in his own way a practical psychologist. He is taught by actual experiences what types of mind to call normal, and what are the various deviations from this empirical standard. He therefore inevitably assumes a norm and classifies accordingly, altho this classification may be no more specific than on the basis of "general intelligence." Such a criterion of capability will not suffice for the educator of children. If education is to be at all well rounded, there ought to be at hand a detailed account of the elements involved in mental capability.

Several attempts in this direction have already been made, either in adopting the social agencies already in operation or in proposing new ones. The school is called an evaluator, or the teacher is considered a judge, or further, it has been proposed to establish unit questions or problems in the various staple studies of the school curriculum to test capability. To each of these vital objections can be raised. The one most common to all three is that skill in getting experience thru symbols is no criterion of capability in dealing with life situations.

We must, then, get our standard of mental functioning from a consideration of the psychical factors involved in successfully coping with persons, objects, and events in actual life, and this success in control must be interpreted as the active mental attitude of the individual in adjusting himself to environment. In such a person and in such circumstances, self-initiation and self-direction are shown by an inquiring attitude of mind. The chief psychical factors in this mental attitude are: Perceptual acuity in the sense of motivated perception; anticipatory or expectant attention; affective and emotional responsiveness; constructive imagination; reliable memory; persistence; conceptual discernment of relevant and valuable facts and balanced judgment.

In carrying on practical tests, the following considerations should be borne in mind: First, the marked superiority and fruitfulness of tests made upon the active phases of child life over the passive,—tests of action and doing over tests of bodily structure and anatomy; secondly, that of these activities the expressive furnish a better index of capability than the receptive; thirdly, that the motivated motor are truer indexes of mental power than the bodily reflexes and automatisms; fourthly, the strict subservience in which the use of instruments of precision should be held in regard to expert observation upon children's reactions in their most natural media and most familiar moods; fifthly, the necessity that an experimenter with children is always under, of not only making the instruments of precision adaptable to their bodily condition, but also of adapting the experiments to their grade of development.

Tests on the expressive features of children's reactions, should, then, include tests and measurements to determine the characteristics of growth and bodily proportion; tests of bodily nutrition and bodily movement; sensory tests, perception tests, tests of the various forms of memorizing; tests of the attributes and quality of imagination, tests of the character of attention, of the associational processes and of judgment.

Secret Fraternities in High Schools.

By GILBERT B. MORRISON.

(Abstract of paper delivered before the Department of High School Education.)

Secret fraternities illustrate the universal tendency to organize. It shows itself even among young children. We cannot complain of it as a general principle. The spirit of good and the spirit of evil have always existed side by side in human nature; both have always employed organization to reach their ends. A principle cannot be defended on account of its naturalness. It is as natural to be bad as it is to be good. If secret fraternities are good for the school as a whole they should be encouraged; if they are detrimental to order and a proper democratic spirit they should be discouraged. The question of high school fraternities should not be confused with that of college fraternities. Whatever may be said for or against college fraternities, it is strictly toward high schools that this discussion is directed. Secret fraternities in high schools are of recent growth. They have no traditions. We can therefore judge them on their merits. The claim that a man who does not belong to a fraternity is not a good judge of them is untenable. A man need not be an apple tree to be a good judge of the fruit. High school fraternities are sometimes started without evil intention, but being wrong in principle they soon become troublesome. Qualifications for membership are good looks, good clothes, and facility in "getting into society." Their ability as students has little to do with their selection. It soon becomes exclusive, self-important, mysterious, hidden, deceitful, and, under censure, impertinent. They become undemocratic, clannish, and assume a ridiculous air of superiority which arouses the hostility of other pupils, and another fraternity is started to get even with the first one. Strife, discord, and ill-feeling follow and the school is kept in a turmoil. Exception to this condition can sometimes be found while fraternities are in the early stages of their history; while they are gaining the countenance of the easy-going principal who is afraid of making "trouble."

A recent circular letter discloses that high school principals disapprove of high school fraternities. The consensus of opinion seems to be—(1) That they are unnecessary for high school pupils living at home; (2) that whatever good might be claimed for college fraternities could not apply to boys of high school age; (3) that public schools should be democratic and free from caste and organized snobbery; (4) that these fraternities among children do have a tendency to set up social exclusiveness and caste in the schools; (5) that they are a source of discord among the pupils; (6) that they become factional in their characteristics, and that loyalty to the fraternity generally breeds disloyalty to everything else; (7) that they dissipate the energies of the pupils and interfere with their studies; (8) that they are selfish and narrow in their aims and methods; that the conduct of the pupils should be open and above board, and there is no legitimate want or need in child nature which calls for secret or dark lantern proceedings, and (10) that whatever of a social nature which it is necessary to encourage in school can be done thru other and better forms of society which can be under the supervision and control of the principal. The best remedy for them seems to be to deprive the members of participation in all school affairs outside the classroom.

The General Tendency of College Athletics.

By CHANCELLOR E. BENJ. ANDREWS, of the University of Nebraska.

(Abstract of paper delivered before the Department of Higher Education.)

The general tendency, that is the net tendency, of athletic exercises and systems in American universities and colleges, including intercollegiate competition, is good. Evils and infelicities exist but they are in a way to be eradicated, or at least kept under.

Recent years more than any before have emphasized the excellent results of athletic exercises upon our college communities.

These exercises certainly further students' health. This not alone in the persons who engage in them—the number of these is much larger than many critics seem to suppose—but by rendering attention to physical soundness and vigor fashionable. But for athletics fewer colleges would have gymnasiums and regular gymnastic training, and institutions possessing these would find it far more difficult to keep them popular and efficient. This influence is of especial importance in institutions not having military departments.

The year 1904 must also reaffirm what has been so often said heretofore in praise of athletics as helpful in ways more immediately pedagogical. Athletic performance mightily quickens mental action. It affects this in a variety of ways, but perhaps mainly thru the intense interest it arouses and maintains. It develops the will, an all-important supplement to the net curriculum, which, as all pedagogs complain, is sadly deficient in motor and executive training. The ability to do many things, one's utmost possible exertion at given moments, instantaneous decision, and resolute conation thru long periods, are all of the highest educational value; and they are lessons which large classes of students learn upon the ball field very much better than they do in the classroom.

College athletic work is equally advantageous morally. It develops courage, obedience, the spirit of co-operation, self-denial, strenuousness in efforts toward worthy ends. It helps against the special vices to which young manhood is prone. Untrained onlookers may think football and basket-ball brutal, but the fact is that both games are a constant schooling in forbearance and humaneness—doubly effective because consisting in constant resistance to strong temptation.

No doubt a true picture of present college athletics requires the above certain blackwash details.

Fiscal mismanagement still exists, but it is lessening and can, so far as it is of an official nature, be wholly eliminated by any college athletic board resolute enough to insist on due oversight, control, and audit.

Harder to deal with is underhanded Philistine fiscal intervention in college athletics—town subsidies of one sort or another provided for college athletics either secretly or with the connivance of certain members upon athletic boards. But this also can be prevented by firmly insisting that no student ascertained to be thus assisted can retain place upon any college team. Let there be no hiring of men to engage in college sports, whether by athletic association representatives or by Philistines. Such a spirit is inconsistent with the amateur spirit.

All agree that we must rid college athletics of professionalism. Every reasonable effort to this end should be furthered. Amateurism in college sports ought to be cultivated and encouraged.

Our dread of professionalism is not that any disgrace attaches to the function of a professional ball player, more than to that of an actor or a musician, but that we do not wish colleges to be deluged with men who make study a minor interest. This remark shows that we need a rational notion of "amateur" and of "professional."

Educational Needs of the South.

By J. H. PHILLIPS, Birmingham, Ala.

(Abstract of paper delivered before the General Sessions.)

The needs of any section, in order that they may be properly understood, must be viewed in their relation to those larger elements of nationality to which they must vitally contribute. Nationality is the unit of measurement, with which our diversified local conditions and sectional needs must be compared. The American ideal embraces historical, political, ethical, and religious elements, which largely determine our educational needs. However wide the educational needs of the South may differ from those of other sections, they are still national needs, and must be considered in the light of national ideals, and in the spirit of that broad patriotism which regards sectional problems as vital elements in the life of the nation.

To understand the educational needs of the South requires historical perspective. We must consider her political development, her economic progress, and her perplexing problems of population. The educational requirements of the present South are deeply rooted in the political regime that obtained before the Civil war, when the private tutor, the female governess, and the classical academy constituted the chief educational agencies of a social order, that was essentially aristocratic in its organization. The seed of public education in the South was planted in the ashes of military defeat, and watered with the tears of sorrow and bitter disappointment.

After the war, the church was largely entrusted with the education of the youth, because in its organization the genius and traditions of the South were supposed to be loyally and securely preserved. But, the gradual awakening of democracy became manifest in the development of the public school. The educational needs of the unprivileged masses gradually developed into conscious wants, and the public school became the most potent expression of the spirit of a real democracy. At first these schools of the people were contemptuously called pauper schools; later they were known as free schools, a term scarcely less opprobrious; still later they were designated as public schools. These three terms denote three distinct steps in the progress of democracy. The primary need of the South is the realization of the American ideal of democracy, which seeks to provide for its youth a free highway from the primary school of the rural district, to the secondary school and to the university.

A second fundamental condition of educational progress is found in the South's economic development. The old industrial system was based almost exclusively upon agriculture and slavery. When this system was demolished the accumulated wealth of centuries was swept away, and the South found herself reduced from the wealthiest section of the Union to a position of abject poverty. The establishment of a new industrial system requires time, and the tax values of 1900 are still below those of 1860. The second need of the South is the development of her industrial system, so that she may have adequate material foundation upon which to develop an efficient educational system.

The South's problems of population are difficult and complicated. Here we find the chief obstacles to educational progress. The land is occupied by two separate races, making a dual system of schools imperative and indispensable. To the weaker race this duality provides an opportunity to develop by process of self-activity; it provides a vocation for the negro teacher, whose racial identity with the pupil constitutes an essential element in the educational progress of any race. To the stronger race it preserves its gains thru personal achievement, without lessening its power by the sacrifice of its children. To both races alike it promotes the ideal of race integrity.

Again, the population of the South is largely agricultural, and distributed over a wide area. Eighty per

cent. live in rural communities. The average rural county has eighteen children to the square mile, eleven white and seven black. Sparsity of population, the physical features of the country, the poor roads, render the problem of school organization at present, almost a hopeless one. The pressing needs of the agricultural South is the consolidated industrial school, which must be made the center of the social and civic life of the community.

This is the new thought of the South, and altho progress has been made in some sections, the masses are still buried in the terrible isolation of thinly populated and unprogressive rural life. How to organize our rural communities so as to secure the highest degrees of social efficiency is the perplexing question that confronts the teachers, the ministers, and the statesmen of the South.

The South is not indifferent to the problem of negro illiteracy. While the negro pays less than five per cent. of her direct taxes, she spends from twenty to thirty per cent. of her entire revenue upon his education.

But the South realizes that her greatest problem is the illiteracy of her native white population. She realizes that the first step towards the elevation of the negro is the elimination of white illiteracy. In this she has made considerable progress. In 1880, the eleven states of the South recorded 22.7 per cent. of their native white population as illiterate. In 1900 this had been reduced to 12.2 per cent. But this illiteracy of the native white still proves a fearful handicap to the South in her economic and political development.

Of the schools in the cities of the South, nothing need be said. As a rule, they will compare favorably with those of other sections. Her sorest need lies in the rural school. We have still too many small unorganized and unrelated country schools, maintained for an average session of eighty-seven days, taught by teachers whose average salary is twenty-five dollars a month, in school buildings, the average cost of which is \$276 each. The average county superintendent is incompetent, because the meager salary will not justify competency. It is unfortunately true that our teachers are the poorest paid of any class of trained workers, that the state superintendent receives the lowest salary paid to state officers, and that our court houses and jails are the handsomest and best equipped buildings in the country. Only sixty per cent. of our children are enrolled in school, and the average citizen in many of the states receives less than two and a half years of school training. These are some of the conditions the South is to-day striving to overcome. Heretofore school revenues have been derived chiefly from state appropriations or a general state tax. To-day there is waging thruout the South a battle royal for local taxation. In some of the states, the local tax issue has already been successfully carried. This change in the method of raising our school revenues is the hope of the rural South.

To-day there has been inaugurated in every Southern state a movement for better schools. This movement is based upon the growing conviction that the efficient public school is the condition of economic and social progress for both races. This movement involves an organized propaganda, for better teachers, better buildings, and competent supervision; it advocates self-activity in community life by means of local taxation, and seeks to develop the productive capacity and social efficiency of the individual by means of industrial training.

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Education in Porto Rico.

By DR. SAMUEL McCUNE LINDSAY, Commissioner of Education in Porto Rico.

(Abstract of paper delivered before the General Sessions.)

There is something peculiarly interesting in watching the transplanting of anything, because the process involves a test of the vitality of the thing transplanted, of the surroundings into which it is brought, and of the modifications or transformations of which it is capable. We are engaged in transplanting the American Free Public School to a tropical climate and among a people speaking a foreign language. It goes where there were schools before, but schools that spoke of another civilization older than our own and based on entirely different ideas of the rights of man and his duties to his fellows.

There were a few well educated people in Porto Rico and 522 schools with 22,000 pupils enrolled seven years ago at the high water mark of what Spain accomplished. We found no savage tribes; we found no opposition to all of the aids that education has to offer in the process of civilization. Indeed, we found a singular preparedness for, and willingness to accept American ideas and ideals; but we found no free public schools and no real interest in the education of the masses of the people. Less than seventeen persons in every hundred of the population could read and write and a still fewer number had even the most elementary notions of the world in which they lived and of their relations and duties to the natural world or to their fellow men.

The schools we found there seven years ago were wretchedly equipped and poorly taught by teachers who were rarely paid at all for their services and who had to rely entirely upon themselves for guidance and encouragement. What percentage of the pupils enrolled were in actual attendance we do not know. We do know there was no enthusiasm for education and that the name of teacher was a by-word for misfortune. Seven years is a short period, but in that time we have established nearly 1200 schools, most of which are equipped with the best modern appliances for work, over fifty new buildings, some of them fine, large modern structures have been erected, schools have been graded and now offer all grades of work, from the regular kindergartens in the large towns to the primary and grammar school, to the high school and normal school, with provision for nature study and special agricultural work, and with considerable provision for manual training and industrial work.

A new professional spirit has been infused into the teaching body. To every eight native teachers one American teacher is employed, working alongside of his Porto Rican colleague, at the same salary, and under the same conditions. The Spanish language prevails in the schools but English is taught in every school on the island and there are an increasing number of schools in which the entire work is done in English. Last year these schools enrolled 70,000 pupils, and while I do not know as yet how many different pupils have been enrolled during the school year just ended, we had during the first two terms an average daily attendance of nearly 45,000.

We are trying to make these schools stand for democratic ideals, and they are open alike to boys and girls, negro and white, rich and poor. We spend on their support over \$600,000 from the Insular treasury during the past year, and \$150,000 from the municipal treasuries. This represents twenty-eight per cent. of all revenues raised for taxes, and yet this sum is wholly inadequate to the needs of the situation.

We are able to provide school accommodations for less than one-fifth of the population of school age. Three hundred thousand children must go every year without any school training so long as these conditions prevail. If the people of the United States really desire to build up a new civilization in Porto Rico, to establish a new

democracy, they must stand ready to extend the necessary aid. After the people themselves have done all they can it is the duty of Congress to vote millions of dollars and to respond to every call for the proper support of enough public schools to give a seat to every Porto Rican child who is knocking for admission.

Need of Business Training.

By JAMES J. SHEPPARD, Principal of the High School of Commerce, New York City.

(Abstract of address delivered before the Department of Business Education.)

Within a comparatively few years commercial high schools will have greatly increased in number, and eventually no important city in the country will neglect this phase of education.

The development of commercial education is but one of the striking instances of efforts now being made to adapt education to actual community needs. Those in charge of the secondary education have been rather slow to realize that the old-time course of study for high schools planned especially as a preparation for college was failing to attract or to hold great numbers for whom preparation for vocation is of immediate and pressing importance. In spite of the fact that an almost insignificant proportion of high school pupils seek admission to college, the influence of the latter institutions in determining the course of study for the lower school has been all powerful, and the program neglected to those subjects, however useful they might be, which did not count specifically for college preparation. But all that is changing. The secondary school is fast coming to assume an independent position with its own problems to solve in its own way, and these problems concern themselves no longer chiefly with the occasional student looking to a higher institution, but to the great numbers who must immediately take their place among the wage earners. Not the least important among those problems is, in a commercial age and a commercial country, how best to prepare the youth to render intelligent and valuable service in the world of trade.

The marvelous inventions of recent decades, multiplying productive power, as they do, many fold, and bringing the whole civilized world into wonderfully close intercommunication, enormously intensify division of labor, which involves and implies exchange and distribution, processes which are distinctly commercial. And with the vast increase in the extent of the exchange and distribution, there has come an increasing complexity in their management. Trade has long since ceased to be simple barter. Its rules and processes can no longer be picked up by the fairly intelligent in a few weeks. In its higher phases it puts to test keenest minds, and in its ordinary phases it affords ample opportunity for the exercise of more than ordinary gifts.

In a notable address delivered in Philadelphia a decade ago, Speaker Reed made a significant prediction concerning the importance in the near future of the man of affairs. Business men, he said, would in a short time be the dominant factors in American public life, and business, rather than law, or medicine, or the ministry, would offer the greatest opportunities to ability of the highest grade.

In the light of this prediction an examination of the statistics gathered concerning this year's graduating classes at Harvard, Yale, and Princeton is both pertinent and interesting. In each of these universities the greater number of graduates now make choice of a business career or some technical pursuit intimately related to business. At Harvard more than half the graduates who responded indicated that business or some vocation closely allied to it was to be their life work, while Yale and Princeton show an even greater tendency in the same direction. This is a striking and a very suggestive change from the time not very remote when the minis-

try, the law, and medicine seemed to be the only suitable careers for the college graduate. Little wonder that our universities one by one are establishing schools of commerce designed to give appropriate and scientific preparation for a field of activity fast approaching to the dignity of a profession.

If the secondary school is to render the best service to society, it must adapt its instruction to the needs of the time. If the activities of a community are chiefly or largely commercial, then provision should be made in the course of study for an educational preparation for these activities, and the preparation should not be merely general. It should include so-called "practical" studies. Those who have contended that education should look only to the cultivation of general power, and this acquisition of general knowledge, and should ignore everything designed to be immediately and directly useful, have argued ably, but they have not won their case. The unrest in secondary education noted by Commissioner Sadler in the very conservative German atmosphere owes its origin to the feeling that the training of the school should be more practical, and the same unrest is to be noted in every advanced community. Everywhere we note the loosening hold of the classical studies and the gradual exaltation of the purely modern curriculum.



The Constructive Idea in Education.

By WILBUR S. JACKMAN, University of Chicago.

(Abstract of paper delivered before the Department of Manual Training.)

A free play of motor activities is fundamental in the development of mental images or pictures. To inhibit these or direct them towards trivial ends is to stop mental growth as definitely as tho we were to destroy the senses themselves.

Expression in all its forms has been regarded as important as a means of discipline. The real purpose of expression is to assist in the definition of an image. When a subject is pursued *primarily* for the purpose of formal discipline it becomes juiceless and educationally worthless—the end for which it is pursued even being defeated.

Perception and expression become co-ordinate factors in a true educational process only when directed by a definite motive to produce a valuable external product. Manual training as the introduction of the constructive idea in education has been largely considered from the standpoint of discipline and but little from the side of the actual value of the external output. There seems to have been a fear that the result might be a skill in a trade.

The constructive idea is now working itself out in accordance with two general principles, first, that there must be a recognition of a greater variety in the forms of work, and second, that there must be a greater emphasis on the value of the external product. Under these two principles it is developing itself in two general directions, first, it includes such work as bears at once upon the present social and economic conditions, and it deals with materials from the child's own surroundings. Second, it appears in play, mainly in an attempt to illustrate stories that they read or that they have been told. One of these should not be set over against the other. Each has its place and it should be duly provided for. Too great emphasis, however, is being placed upon the latter. It is childish, strictly primitive and quickly over with. The former includes woodwork, sewing, clay modeling, cooking, printing, and book binding. The latter includes the construction of models of primitive dwellings, primitive cooking, raffia, some pottery, etc., which do not result in products that have an actual value for the pupils. It is almost pathetic to see how teachers wax enthusiastic over these transient and trivial aspects of the constructive idea but remain cold and indifferent

to those aspects which when properly worked out mean so much in every way to human life.

Time was when scholarship and culture was estimated in accordance with one's knowledge of books; the time is rapidly approaching when they will be measured also by what one can do with his hands to uplift the life of man. A good book is worth its influence; its writer is to be estimated in accordance with what he contributes thru its pages toward the quiet and sanity of living. There is no real reason why the man who makes a chair or a table or a bit of ornament in clay or plaster, which adds to the comfort and peace of life, should not rank in terms of power of scholarship and of culture with the one who writes the book that does the same. The value of the output in terms of human life is the test of both and who shall say that one is the lower and the other the higher. Under this conception of culture the goal of all educational effort, the constructive idea has its place assured.



Relation of the Music Supervisor to the Educator.

By FRANK NAGEL, Des Moines, Iowa.

(Abstract of paper delivered before the Department of Music Education.)

The teaching of music in the public schools has been in a state of development for some twenty years, and at the present time only the mountain tops are bathed in the sunlight of its beauty. That some rays are creeping down into the vales below is due to the spirit of progress that permeates the general thought of to-day and pulses thru every branch of educational work. In this waking up from a state of dense ignorance and indifference, there has been much running to and fro in the land in search of ways and means and methods whereby the teacher can obtain good results.

What are the results most to be desired from our public school music? Sight reading is the one thing needful from this particular line of work, and along with this a general awakening of the child's musical nature.

In this period of development there have been no recognized standards. Methods have changed with rapidity. Even now there are advocates of the fixed *do*; of the fallacy that the key of *c* should be thoroly learned before taking another key; the idea that children should be required to mark time in order to become good time keepers. There are also advocates of the theory that children should be taught sight reading from the first and that all their songs should be read at sight and none taught by rote. On the other hand, there are advocates of the opposite extreme that children should be taught entirely by rote song method.

Hobbyists and methodists play but a limited role in the broad scheme of the twentieth century education, and we find them well-nigh useless as educators. Each year, however, an increasing number of reasonable, well-equipped school music supervisors are added to the ranks of trained leaders, who shun all narrowness and work in a broad and scholarly way.

The work of the music supervisor is distinctly separate from any other branch of instruction, for the supervisor needs more pedagogical training than the average musician, and far more musical training than the average pedagog.

The needs of our small towns and villages could be better met by several towns engaging the services of a good supervisor with an adequate salary attached. The best is always cheapest. The village music teacher would be the first benefited by such an arrangement because of the greater demand for music lessons, both vocal and instrumental. The greatest teacher who ever trod this planet once said: "Ye shall know the truth and the truth shall make you free." Free from ignorance and free from darkness.

The increasing interest in school music has resulted

in the professional educator giving much more attention to the methods of the supervisor and the pedagogical laws underlying music teaching. Such laws are being unfolded with experience and the wisest thing to do is for the supervisor to be ready to admit the light when it comes, and not shut himself up in a closet hugging the "one and only" method, for at present the undivided garment has not been found.

Neither should the professional educator resolve himself into the jury, judge, and executor. The study of music is not and cannot be governed by the same rules and laws that are available in other branches. But we give thanks that the "Morning Light is Breaking."

The Swedish Educational Exhibit.

By Dr. N. G. W. LAGERSTEDT, Royal Swedish Commissioner to the Exposition at St. Louis.

(Abstract of paper delivered before the National Council.)

The speaker mentioned the names of the different kinds of schools represented in the Swedish Educational Exhibit. They are the common schools, the state secondary schools for boys, the secondary schools for girls, the secondary co-educational schools, the technical schools, and the people's high schools. Going to school has been compulsory in Sweden since 1842. The result is, that practically all grown-up people now-a-days are able to read and write. The percentage of illiteracy is only 0.01, Sweden, as well as the other Scandinavian countries and Germany ranking foremost in this respect of all countries in the world. The number of pupils to each teacher is steadily diminishing, and is at present for the whole country less than 44 pupils.

With regard to state secondary schools for boys, a very important reform has been decided upon in this year. The study of classical languages is going to be considerably reduced. Latin will be studied only during the four last years of the course, instead of six as hitherto. Co-education of boys and girls is going to be introduced in some public secondary schools.

The speaker picked out three points of educational activity in Sweden which he thought of most general interest at present, and which the Swedish exhibits gave him reason to speak of.

At first in connection with the rich display in the Swedish exhibit of pupils' manual work or "sloyd," he spoke of the important part that Sweden has played in the development of the educational sloyd, and of the foundation newly instituted, in order to promote the interests of sloyd and other educational work, the August Abrahamson foundation. Mr. Abrahamson, originally a rich merchant of Gothenburg, the uncle of Mr. Otto Salomon, founder of the Swedish educational sloyd system, bequeathed towards the erection of said foundation his whole estate and a sum of money besides, the total value of the foundation amounting to nearly \$200,000. The main building, a beautiful castle, is to be used for lectures, meetings, and receptions, in connection with education, and in part to receive as guests prominent educators and other prominent personages who are interested in the institution. In accordance with Mr. Abrahamson's expressed desire, the Swedish government has, on behalf of the state, accepted the foundation and guarantees the execution of the provision of the will.

The second point to which Dr. Lagerstedt called attention, was a first step that has been taken during the school-year 1903-1904, to introduce social science as a subject of teaching into the secondary schools for girls, and the secondary co-educational schools of Stockholm. The conditions of our times make the need of some knowledge in this subject very much felt. It has been introduced in the highest class, where the average age of the pupils is seventeen or eighteen years. The instruction has been given in the form of lectures to the pupils of all the schools at the same time. It has been lectured on such subjects as: The fundamental features of the Swedish local legislation, Relief of the poor in

the city of Stockholm, Educational work for the people, Industrialism, etc.

The speaker made some remarks on the people's high schools, as these schools are characteristic for the Scandinavian countries. They are a kind of continuation schools in the country, intended chiefly for the students of the peasant class. The young men and women do not study for the sake of certificates and diplomas, but from a love of learning for its own sake. The influence of these schools on the development of the people has been very great, especially in Denmark, where they originated.

Memorial Address—William B. Powell.

By Pres. John W. Cook, Northern Illinois Normal School, DeKalb, Ill.

(Abstract of paper delivered before the National Council.)

Mr. Powell first attracted attention, when, in the early sixties he was superintendent of the public schools of Peru, Ill. In his work there he seems to have anticipated all of the later reforms. Drawing, manual training, language lessons, nature study, school occupations that are now regarded as of recent development, he worked out in a most interesting way, and correlated with the subjects of the old curriculum. Like the reformers of the eighteenth century, he was at war with the mechanical methods of the verbalists. With an industry that was sublime, and a degree of patience that was equal to any demand, he dauntlessly aimed at one supreme end—a clear intellectual life for the children.

His promotion to the superintendency of the Aurora, Ill., schools opened wider opportunities for him to develop his ideas, and he used them to the full. He was constantly correcting his errors, and moving more and more into conformity with the higher pedagogical view as it opened to his comprehension, but he lost no time in idle speculation. The main issue was clear to his mind, and he found his limitations by experiment.

His selection for the superintendency at Washington City gave him the conditions in which his matured powers could exercise themselves to the limit of their capacity. What was germinal at Peru grew into a sturdy plant there. What he had tested on a small scale at Aurora, he there introduced into the life of a large city. When the great change came to him at last, he had been away from the work of his brain and his heart long enough to get the perspective of it all, and he knew as we know, "that it was good."

THE SCHOOL JOURNAL is published fifty times a year. The present year having fifty-three Saturdays, there will be no number for July 30, August 6, or August 13. The first issue after the vacation will be the usual August School Board Number.

THE SCHOOL JOURNAL.

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From this office are also issued four monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published, and all others kept in stock, of which the following more important catalogs are published:

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Notes of New Books.

Royalists and Roundheads, by O. V. Caine.—This is a story of the youth of King Charles II. It will be remembered that Charles was crowned king at Scone, in Scotland, early in 1651. A Scottish army fighting for the king was defeated by Cromwell at Dunbar in September of that year. Charles recruited his army and led it into England, but was defeated by Cromwell at Worcester. Then Charles became a fugitive. The story relates how he evaded capture thru the aid of a Virginia boy, who was attending school in England, and how after many adventures he finally reached France in safety. It is a well written story combining with it enough romance to give life and reality to the chapter of history recorded in its pages. There are several good illustrations. (Geo. W. Jacobs & Company, Philadelphia. Price, \$1.00.)

The Radiant Road is a volume of poems by Ethelwyn Wetherald. The opening poem bears the title of the book. Then come these pretty sentiments on spring:

"Come, O Spring unpack thy leaves,
Flood the boughs and flush the gloom;
Brush the cheek of him who grieves
With a branch of apple bloom.

"Mock at care with all thy birds,
Pierce despair with all thy beams,
Write upon my heart the words
For the music of thy streams."

There are many other pretty sentiments prettily expressed, which it will pay lovers of poetry to look for. (Richard G. Badger, Boston.)

Jiu-Jitsu, physical training for children by Japanese methods, by W. Irving Hancock.—We have learned many valuable lessons from the Japanese of late and we are likely to learn some more. Why have these little men, who average several inches shorter than Europeans or Americans, shown such wonderful endurance as soldiers? When the allied armies of the civilized powers marched against Peking in 1900 it was discovered that the soldiers of our regular army were second among all the troops in point of endurance in the field. But the Japanese were first, and proved their ability, day after day, to outmarch our troops by fifty per cent. In the war with Russia the Japanese troops have marched twenty-five miles a day thru the most bitter weather. Under the circumstances our soldiers would consider fifteen miles a day a satisfactory average. As *jiu-jitsu* (pronounced joo-jits) is the only physical training that the Japanese soldier receives it is evident that it is this system which gives him the greatest endurance to be found in the world. It is a system that develops the muscles uniformly; no muscle is very prominent, but the person acquires great agility and endurance. The American's training is severe, and serious injury often results to muscles, tendons, or ligaments; he is likely to become muscle-bound. *Jiu-jitsu* training does not fully tax the strength, and a muscle bound person trained by this system is unknown. Some of the training consists in pole work, tug-of-war drills, exercises for strengthening the back, deep breathing, and exercises for strengthening the whole body. The exercises are illustrated from photographs by A. B. Phelan. The course in this volume is intended to take up a school year; but the training should not be dropped at the end of that time; it should be kept up as long as the boy or girl is in school. (G. P. Putnam's Sons, New York. Price, \$1.25.)

Stories from Life, is a volume of short sketches for young people by Orison Swett Marden, who knows so well how to inspire youth with the deeds of great men. The attractiveness of this book consists not only in the charm of the narrative but in the telling head lines. The latter in themselves not only inculcate a lesson, but create a desire to read the stories. A few examples from the many in the book are "He Aimed High and Hit the Mark," "The Lesson of the Teakettle," "The Might of Patience," "Andrew Jackson: the Boy who 'never would give up,'" and "The Boy who said 'I must.'" There are a number of appropriate illustrations. As a supplementary reader and as a school library book *Stories from Life* ought to inspire Young America to do his best. (American Book Company, New York.)

In a Hundred Years of Warfare, 1689-1789, Marguerite Stockman Dickson tells young readers the story of how the nation was born. She includes in the story the narrative of the struggle between France and England, which is quite as interesting as the account she gives later of the war for independence. The period covered by the book is truly one of warfare—in camp and on battlefield, in legislative halls and assemblies of the populace. The simple relation of facts, however would never do, even in a book for youth, in this age of philosophical history; hence she has kept before her the necessity of telling why as the most important thing. The distinctive features of the earlier volume—Things to Remember, Things to Read, and Things to Do—

have been retained, and a simple outline for note-book work is added. Word lists, book lists, and picture lists also serve the teachers whose time is more than full. Special pains have been taken to get illustrations that show the life of the people, while a number of maps help give a clear idea of military campaigns. (The Macmillan Company, New York.)

What Two Children Did, by Charlotte E. Chittenden.—Any child ought to be interested in the doings of two such bright children as are pictured in these pages. They are Ethelwyn and Beth, who go to the seashore, have pleasant times with other children, and do many things that little ones everywhere will be glad to know about. The story is told in a bright way, and is nicely illustrated. (Geo. W. Jacobs & Company, Philadelphia. Price \$0.80.)

Heartsease and Rue, poems by Heloise Soule.—The author chose an attractive title for this little book of short poems. That is a very necessary step in gaining the ear of the public. The mechanical part has been thoroughly learned, for the verse is smooth and melodious, almost without an exception. As to the quality, we may say that we find many fine thoughts finely expressed. Nature scenes are pictured with skill, and religious thoughts presented in an attractive guise. Lovers of poetry will find real pleasure in this book. (Richard G. Badger, Boston. Price, \$1.00.)

A Concise Dictionary of the French and English Languages, by F. E. A. Gosc.—This is a dictionary of small size and yet one whose word list will answer all ordinary demands. Besides the French-English and English-French vocabularies, there is a list of French irregular verbs, tables of French and English coins, measures, and weights; observations on characteristics of French and English words; proper names of persons and animals, etc. The type is good; the words defined are made prominent by the use of full-face type. (Henry Holt & Company, New York. Price, \$1.25.)

George Washington Jones. A Christmas Gift That Went A-Begging, by Ruth McEnery Stuart, is a delightful Southern Christmas story. This writer's charming stories are too well known to need comment. In this little volume, however, she is particularly happy. The hero of the tale is a little ten-year-old negro boy, an orphan. He starts out to give himself away as a present. He has several experiences, and eventually finds a home. Humor and pathos are interwoven with the greatest delicacy and skill. It is a book that will give more than a little pleasure. It is well illustrated by Edward Pothast. (Price, \$1.00. Henry Altemus Company, Philadelphia.)

[Continued on page 80.]

A Back Lick

Settled the Case With Her.

Many great discoveries have been made by accident and things better than gold mines have been found in this way, for example when even the accidental discovery that coffee is the real cause of one's sickness proves of most tremendous value because it locates the cause, and the person has then a chance to get well.

"For over twenty-five years," says a Missouri woman, "I suffered untold agonies in my stomach, and even the best physicians disagreed as to the cause without giving me any permanent help, different ones saying it was gastritis, indigestion, neuralgia, etc., so I dragged along from year to year, always half sick, until finally I gave up all hopes of ever being well again.

"When taking dinner with a friend one day she said she had a new drink, which turned out to be Postum, and I liked it so well I told her I thought I would stop coffee for a while and use it, which I did.

"So for three months we had Postum in place of coffee without ever having one of my old spells, but was always healthy and vigorous instead.

"Husband kept saying he was convinced it was coffee that caused those spells, but even then I wouldn't believe it until one day we got out of Postum, and as we lived two miles from town I thought to use the coffee we had in the house.

"The result of a week's use of coffee again was that I had another terrible spell of agony and distress, proving that it was the coffee and nothing else. That settled it, and I said good-bye to coffee forever, and since then Postum alone has been our hot mealtime drink.

"My friends all say I am looking worlds better and my complexion is much improved. All the other members of our family have been benefited, too, by Postum, in place of the old drink, coffee." Name given by Postum Company, Battle Creek, Mich.

Ten days' trial of Postum in place of coffee or tea is the wise thing for every coffee drinker. Such a trial tells the exact truth often where coffee is not suspected.

Look in each package for the famous little book, "The Road to Wellville."

The Educational Outlook.

Dr. Roland P. Falkner has been appointed commissioner of education for Porto Rico, by President Roosevelt. Dr. Falkner is at present chief of the Division of Documents, Library of Congress. He is thirty-eight years old, and was graduated from the University of Pennsylvania in 1885. Dr. Samuel M. Lind say, the present commissioner, has resigned, his resignation to take effect Oct. 1.

Mrs. Dr. A. C. Morck has offered to furnish the high school at Oil City, Pa., proper fittings to secure a manual training department. In her gift, she says, "I take pleasure in offering to equip the following industrial departments: sewing and dressmaking; domestic science and cooking; and manual training." These departments are to begin their work this year. This result is largely due to the persistent efforts of the efficient Superintendent of schools, Professor S. A. Babcock.

Mr. J. R. Lowry has resigned his position as principal of the North Knoxville, Tenn., schools, to become superintendent at Johnson City. He has proved himself a very efficient and popular teacher, and is eminently fitted for the new position. He has done much, in the ten years of his service in Knoxville, to improve the appearance of the schools under his charge. The general introduction of various classes of manual training is due to his efforts.

One of the newly elected teachers of the Catherine Aiken School, Stamford, Conn., is Miss Harriet R. Means, of Geneva, N. Y., a graduate of Radcliffe college in the class of 1904. Miss Means will have classes in Latin and German.

Miss Jane Gay Dodge, of Waltham, Mass., also a graduate of Radcliffe in this year's class, has been elected to an instructorship in English in the Dana Hall school.

Dominion Educational Association.

The annual convention of the Dominion Educational Association, of Canada, will be held at Winnipeg, Manitoba, July 26-28. The following is the program:

GENERAL MEETINGS.

July 26.—Meeting of Directors: Address of Welcome, Premier F. G. Haultain, Regina, and reply by the President, D. J. Goggin, M.A., D.C.L., Toronto; President's address, Present Day Problems in Education; National Education, Rev. N. Burwash, S.T.D., LL.D., President Victoria University, Toronto; The Educational Outlook, J. R. Inch, LL.D., Chief Superintendent of Education, New Brunswick.

July 27.—Tendencies in Education, S. E. Lang, Inspector of Schools, Virden, Man.; Some Commercial Aspects of Education, W. S. Ellis, Principal Collegiate Institute, Kingston, Ont.; The Administration of Rural Schools, J. A. Calder, Deputy Commissioner of Education, Regina, N. W. T.; Some Thoughts on Education, Rev. Lewis Drummond, S.J., St. Boniface College, Manitoba; National Religious Education, Rev. Thos. B. Kil-

patrick, Professor of Theology, Manitoba College, Winnipeg; Address, Hon. J. W. Longley, Halifax, Nova Scotia.

July 28.—Excellencies and Defects of Ontario Educational System, John Millar, Deputy-minister of Education; Consolidation of Schools in Nova Scotia, A. H. MacKay, Superintendent of Education, Nova Scotia; Our Educational Duties to Immigrants, W. L. Goodwin, Director of the School of Mining, Kingston; Reception at Government House by His Honor Sir Daniel and Lady McMillan.

July 29.—Receiving and Disposing of Resolutions; election of officers; selection of next place of meeting; meeting of new board of directors.

HIGHER EDUCATION SECTION.

The High School Program of Studies, John Henderson, Principal Collegiate Institute, St. Catharines, Ont.; Education in its Relation to Social Life, Geo. H. Locke, Dean of the School of Education and Professor of Education, Chicago university; Plows, Furrows, and Harrows, Prof. A. H. Young, Trinity University, Toronto; The Rhythmical Structure of English Verse, William Houston, Toronto; The High School Curriculum in its Relation to the Adolescent, George Young, Principal of Schools, Portage la Prairie; The Relation of Geology to the Teaching of Geography, P. H. Coleman, University of Toronto.

INSPECTION AND TRAINING SECTION.

The Value of Method, D. McIntyre, Superintendent of Schools, Winnipeg; Inspection as an Agency in Public Education, G. F. Bryan, Inspector of Schools, Calgary; Three Years of McDonald Manual Training Schools, C. Johanssen, Director of Manual Training, Montreal; Some Functions of a Normal School, D. Solan, Principal Provincial Normal School, Truro, N. S.; Are the Training Schools Preparing Their Students to Meet Actual Conditions? D. McColl, Principal Normal School Regina; Domsie—A Study of Scottish Education, Wm. Scott, Principal Normal School, Toronto, Ont.

ELEMENTARY EDUCATION SECTION.

Nature Study in City Schools, J. Wallis, Director of Nature Study in Winnipeg Schools; Rational Memory Training, A. S. Rose, Inspector of Schools, Brandon, Man.; Parent and Teacher, Agnes Deans Cameron, Principal South Park School, Victoria, B. C.; Music in Canadian Schools, L. H. J. Minchin, Supervisor of Schools, Winnipeg; Art in Canadian Schools, Miss E. E. Rankin, Normal School, Regina; Physical Training in Canadian Schools, N. J. Jewett, Physical Instructor in Y. M. C. A., Winnipeg.

KINDERGARTEN SECTION.

The Practical Influence of the Kindergarten, Miss M. McIntyre, Director of Kindergarten, Toronto Normal School; Nature Study in the Kindergarten, Miss E. Colly, Normal School, Toronto; The Kindergarten—Its Place in a Child's Education, Miss V. Aylesworth, Chatham, Ont.

The Riverside Biographical Series of Houghton, Mifflin & Company is designed to supply the personal note in history. Colonizers, statesmen, explorers, sailors, inventors, men of letters, captains of industry, philanthropists—all these representatives of American activity are to be found on the list. The fourteen volumes thus far published are: Champlain, William Penn, Franklin, Jefferson, Hamilton, Marshall, Paul Jones, Lewis and Clark, Jackson, Washington, Irving, Peter Cooper, Stephen A. Douglas, U. S. Grant, and James B. Eads.

New York City.

The Dempsey Case.

The board of education has taken steps to appeal from the decision in favor of Principal Dempsey, of Queens, establishing his right to appointment because he holds a state license. The question is a very important one, for if the decision is sustained, practically the holding of a state license places the holders in a special preferred list.

The facts in this case should be particularly noted. Mr. Dempsey came to New York from Albany in 1895, the holder of a state license. He submitted to an examination, was placed on the eligible list, and later appointed. In February, 1903, he took another examination and received a license as head of department, entitling him to act as principal of a school of less than twelve classes. His school then contained nine classes the number being later increased to twelve. In November, Mr. Dempsey was again examined and rated eligible, but twenty-third on the list. He sought promotion to a higher grade, but was refused. Yet he continued to act as principal of the school. In other words, the board accepted his services, but refused to give him his appointment, or to pay him the higher salary that the increase of his school entitled him to.

The justice's decision has involved three points: that the acceptance of service by the board constitutes a virtual appointment and entitles to salary; that the state certificate itself is sufficient; and that Principal Dempsey being in the position at the time of the increase of the school is by that fact entitled to the promotion.

The Normal College Matter.

The case in which is involved the right of the board of education and the examiners to require graduates of the Normal college to take the academic examination is at issue, has been advanced one step. Justice Greenbaum has denied Miss Price's application for a peremptory writ of mandamus compelling the issue of a certificate; but an alternative writ may issue. This will open the way to a full examination of the correspondence between the president of the Normal college, the state superintendent, and the board of regents. Upon the arguing of this question the exact standing of the college can be determined.

Mismanagement Charged.

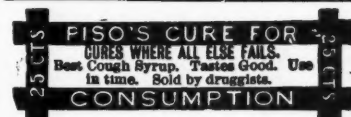
Controller Grout has again made serious charges against the management of the school department. This time he attacks the division of supplies, and the charge of flagrant favoritism is based upon the report of one of his examiners. The report says:

"The largest class of school supplies, from the point of money involved, is that of drawing materials, stationery, and kindred supplies. The total cost of this class of supplies ordered during the year 1903 was \$259,636.53.

"The largest individual contractor for this class of goods was L. W. Ahrens Stationery and Printing Company. The purchases made from this company in 1903 would appear to have amounted to \$99,912.72, or nearly 40 per cent. of the total amount purchased.

[Continued on page 81.]

There are those who advocate the treatment of malarial fever without quinine, and while we are not in a position to argue the question, it has often occurred to us that the cases treated with antikamnia in connection with quinine recovered more rapidly than those treated without antikamnia. A five-grain antikamnia tablet every three hours given in connection with quinine, will prove this.—Medical Reprints.



Notes of New Books.

[Continued from page 78.]

The King and His Wonderful Castle, by a schoolmaster.—Under this title the author, in the form of a beautiful allegory, tells the story of the human body. He describes the king who lives in this castle, shows how it was made, how the servants do his work, and how the introduction of such things as alcohol and liquor can do great harm. The style is so clear, and the comparison is carried out so well, that the youngest child taking up physiology could not fail to understand. The volume is issued in response to many inquiries from teachers in regard to a similar story that appeared in a periodical several years ago. This volume is an extension of the former story to the study of the functions of the various groups of servants in the castle, in order to impress more deeply upon the minds of young readers the effect of poison on the inmates. The reading of the book is an excellent preparation for the study of physiology and hygiene, and should be put in the hands of boys and girls early in their school course. (Public School Publishing Company, Bloomington, Ill.)

Stories of Plants and Animals is the second reader in the Heart of Nature Series, by Mabel Osgood Wright. The heroine of this most fascinating book is Tommy-Anne, a little girl whose real name is Diana. This was shortened to Anne and the Tommy was prefixed by her father because she preferred boys' games to dolls and asked a great many questions about how things are made. The winds whispered to Tommy-Anne, and the birds sang to her; she knew that they bore messages, but she could not understand them until Heart of Nature came to help her. She went outdoors to learn the reason why and the trees, and grass, and other things talked to her. The book is really a fairy story to teach nature lessons to the young, and the tale is told so charmingly there is no doubt about young people taking an interest in it. The author has drawn largely on Indian folk tales. In making the illustrations Albert D. Blashfield has employed no small amount of imagination with telling effect. (The Macmillan Company, New York.)

Defects of the Vision and Hearing in the Public Schools, a hand book for the use of teachers, by J. Whitefield Smith, B. S., M. D., Bloomington, Ill.—The subject which this expert oculist and aurist treats in this little book is one that has received the attention of thoughtful teachers for a long time. All such will be glad to get the results of a scientific investigation in such a condensed and readable shape as in

this volume. The more common defects of hearing and vision are described, and the methods are set forth by which the teacher can detect them by direct inspection and by suitable tests. At the same time he can get a comprehensive understanding of the nature of the trouble. All technical terms are avoided as far as possible. (A. Flanagan Company, Chicago and New York. Price \$0.50.)

In Happy Hollow, by Max Adler (Charles Heber Clark), is not a book of the common sort, because the writer is not an ordinary story teller. Where Happy Hollow, the scene of the events described is located, is not stated, but the fact appears that it is a village with a lot of live people in it. None were more alive than Dr. Bulfinch, head of the Classical and Mathematical Academy, and the boys and girls who were under his instruction. The doctor has some peculiar ideas of education, and is not always wise in his methods of administering corporal punishment, yet he is in some respects a good teacher. But the story does not concern itself solely with Dr. Bulfinch's school. There are town characters and incidents introduced of a character that will hold the attention. On the whole the life of Happy Hollow, its joys and its sorrows, is presented so vividly that we feel almost as tho we had lived there and come in close contact with its inhabitants. Thruout the story runs a strong vein of humor. The illustrations by Clare Victor Dwiggan and Herman Rountree are unusually clever. (H. T. Coates & Company, Philadelphia.)

Macaulay's Life of Samuel Johnson, with a selection from his "Essay on Johnson," is edited with an introduction and notes by Charles Lane Hanson, of the Mechanics Art High school, Boston. The student will doubtless be interested in comparing these two essays written at two different periods. Interest in the author and his work will be further aroused by Mr. Hanson's introduction, which discusses Macaulay the man, and suggests how the student should study Macaulay the writer. Other features of this edition are a short sketch of Macaulay and his literary contemporaries, a list of carefully chosen reference books, and a chronology of Macaulay's life and works. This volume appears in the convenient and attractive new binding which has just been adopted for all the volumes in the Standard English Classic Series. (Ginn & Company, Boston. List price, \$0.25; mailing price, \$0.30.)

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But even this is decidedly outdone by the contract for 75,000 manilla envelopes. The award was made to M. J. Tobin at \$4.60 per thousand when Messrs. Carter, Rice & Company bid \$2.86. The report places a very similar condition of affairs in the list of mimeographs and mimeograph supplies.

Mr. Hyatt Retires.

Mr. Jonathan D. Hyatt retired from the principalship of public school No. 9 at the close of the school year. He has been a teacher for fifty years, and has been in the service of the city since 1857, when he was appointed principal of public school No. 2, of the Union Free School District of the towns of Morrisania and West Farms. This school was later known as No. 63, and is now No. 4. For twenty years, he was principal of the old public school No. 60, College avenue and 144th street. At the time of the draft riots in the Civil war, the rioters passed his school, then the old Melrose school, during one recess and carried off all the older boys, who soon escaped and returned to school. These things show that Mr. Hyatt has had a somewhat checkered experience as a teacher. Since June, 1889, he has been at the head of school No. 9.

Mr. Hyatt closed his service with a commemoration in which there was a debate upon corporal punishment by six graduates, a farewell song, and a presentation of a silver loving cup from parents of his pupils and the local school board. The debate was especially significant because Mr. Hyatt was the first to abolish the use of corporal punishment, more than forty years ago. His grammar department teachers gave him a splendid microscope outfit, in recognition of his scientific work and attainments.

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An English edition of The Rainbow Chasers, John H. Whitson's story of the plains, is about to be brought out. This is in addition to Canadian and Australian editions. Little, Brown & Company have already printed the book four times to supply the demand in this country.

A Canadian edition of Mr. Joseph C. Lincoln's popular novel, Cap'n Eri, is just being published by a Toronto firm by arrangement with Messrs. A. S. Barnes & Company.

Prof. N. S. Shaler, whose new book, The Citizen, recently published by A. S. Barnes & Company, is attracting so much attention, has just returned to Harvard after a winter in Egypt.

The July Atlantic, in its handsome new dress, opens with an article on "Washington" in Wartime, drawn from Ralph Waldo Emerson's Journal of a visit to that city in 1862, recording pen pictures and notes of conversations with Lincoln, Seward, Sumner, Chase, and others. Archibald H. Grimké contributes a thoughtful paper upon "Why Disfranchisement is Bad, holding that, apart from its illegality, it is distinctly injurious to

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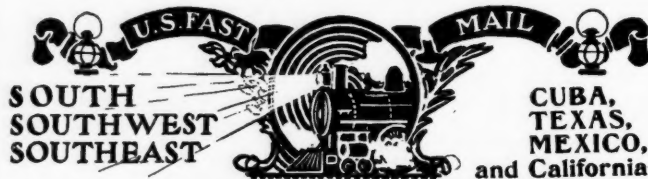
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The July issue of *The World To-Day* contains a forceful article, "Are School Teachers Underpaid?" by Pres. W. R. Harper, of the University of Chicago. He says: "It seems to me to be a perfectly clear proposition based on these figures and on the facts as they are known to exist, that the salaries paid teachers in our public schools of the elementary and secondary grades are grossly insufficient and inadequate."

The *Architectural Record* for July is sarcastically critical of modern reconstructed business house fronts. It says that as business sections are continually changing we are often confronted with an apparition of what was an orderly and well-designed dwelling house now supported on stilts in the form of iron columns, and these surmounted by a galvanized cornice, the upper part of the building being apparently held up by the plate glass show windows. How a city may be redeemed in a large measure if the right kind of effort is used in these reconstruction proceedings, is described and illustrated with fullness.

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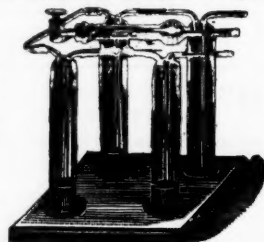
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